

EFFECT OF PRINCIPALS' LEADERSHIP STYLE ON TEACHERS' ATTITUDE TO WORK IN OGUN STATE SECONDARY SCHOOLS, NIGERIA

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ABSTRACT

The purpose of this study was to investigate why some principals prefer to embrace certain leadership styles and the effect of such styles on the teachers' attitude to work.

The study adopted a descriptive research design. The random sampling technique was used to draw a sample of teachers and principals from the secondary schools in Abeokuta South Local Government Area. Structured questionnaire and interview were used to elicit information from the respondents. The questionnaire adopted the four point rating, which enabled respondents to indicate the extent of agreement or disagreement with the questionnaire items.

The data collected were subjected to a number of statistical analyses, including frequency counts and percentages, t-test and χ^2 -tests.

The following were the finding of the study: The administrative styles adopted by the principals of secondary schools in Abeokuta South Local Government Area were found to be inadequate for effective school administration. The personality traits exhibited by the principals appeared somewhat harsh to their subordinates. Teachers in these schools were not adequately motivated and encouraged to carry out their duties. Based on the above findings it is recommended that principals in Abeokuta South Local Government Secondary Schools should not see themselves as all in all. They should involve their subordinates when taking vital decisions. There should be free flow of information in the schools. The work has implication for policy and practice of secondary education in Abeokuta South Local Government Area.

Keywords: Principals, leadership style, attitude to work, teachers.

INTRODUCTION

The success of any organization is highly rested upon the head, boss or the manager of such an enterprise like business, school or any organization. The leadership impact is desirable in organization to aid easy and maximum success. Leadership is an instrument used in an organization for behavior modification.

It determines the goals of an organization and means of accomplishing them. Therefore, leadership in an organization has been seen as a motivator whereby one person who is the head motivates others towards the achievement of specific goals of the organizations. However, followership is the essence of leadership. In other words, it is the willingness of people to follow that makes a person a leader. Moreover, people follow those perceived to be providing means of achieving their own desires, wants and needs.

In this case, we can see that leadership and motivation are closely interconnected. Motivation enables us to appreciate better what people want and why they act as they do.

In secondary school administration, the success of any school to achieve its stated goals or objectives depends on the ability of the chief Administrator otherwise known as the principal and his Leadership style.

Effective leadership role provide by the principal will lead to the achievement of the school's goals and objectives. There is an adage to this which says "Get the right man in the leadership job and all your problems will be solved".

The school administrator is a leader of the staff and the students of the school. He is expected to be knowledgeable in the area of administration and should be in nature. He should be able to address difficult issues or problems at different point in time. Leadership is concerned with human experience and energy in an organized group and the concept is also of prime importance to administrators because people partake in all organizations administration. The leadership style of the principal is demonstrated in his activities which makes him to be recognized as a leader of a group. Many people strongly believe that even when there is good educational plans, good school programme, adequate staff and facilities, what is more important is a good administrative leadership to coordinate all these for the progress and success of the school.

In case, where the leadership style of the principal is ineffective, even the best school programmes, the most adequate resources and the most motivated staff and students will be rendered unproductive. Therefore, the importance of good leadership style in an organization cannot be overemphasized.

It is highly pertinent to know that leadership style is concerned with the initiation, organization and direction of the actions of the members of a group in a specific situation towards achieving the objectives of the group. As far as the standard of education is concerned in the country a large section of the people strongly believe that it is falling and the value of education depreciating. Different reasons had been given for it. The society blamed schools for Mass promotion of students and teachers were equally blamed and accused of not doing their work accordingly. Parents are not left out in the blame not paying attention to their children's academic progress.

In addition, the government was also blamed for failing to meet the needs of the teachers. As a result of this, the teachers spend more of their time doing their private business instead of reading and preparing their lesson notes since most of them claimed that they cannot work on empty stomach. The principals of school were also blamed for failing to do their job in exercising their leadership role in their various schools.

In the light of the above, there is therefore an urgent need to investigate the impact of the relationship of the principal's leadership style on teacher's morale in term of commitment and productivity in secondary school in Abeokuta South Local Government Area of Ogun State. Even the students are parts of the reasons for the blame because most of them are no longer ready to face their students instead they believe in "expo" and do not obey constituted authority. However, the teachers and students level of productivity in a school determines how effective the principals' administrative role and leadership styles are.

The key for an effective leader is the ability to lead effectively, coordinate a complex situation and shows concern for both the human and material resources available.

According to Koontz, if all school principal can't rely upon all the subordinates to contribute towards group goal accomplishment with zeal and confidence, there would be no need to develop the art of leadership. Morale would always be high and all would produce to their maximum capability adverse environmental circumstance, few subordinates work with continuity zeal and confidence.

Therefore, the function of the principal is to persuade and use his leadership style to coordinate all activities of subordinates to contribute willingly to organizational goals in accordance with their maximum capability. It worth knowing that the improvement of any educational institution depends on equality of it's teacher's and the main objectives of any educational system is the promote teaching-learning process, therefore, the main responsibility of teachers is to facilitate learning process and in carrying out this, the principal must provide must provide a conducive atmosphere for it through the type of leadership style being operated in the school staff in any school have to be inspired with zeal before they can work or co-operate peacefully with the principal.

Any educational objective can be achieved with the full co-operation of all subordinates. Homan (1967) in support of this view observed this.

School administrators spend much of their time working with groups. Effective administrative leadership involves an understanding of the behaviour of the people in the groups. In an organization of institutions or learning where the members are composed of professionally, qualified specialists, the kind of desirable's leadership is participative.

Homan, G. C. and The Human Group New York Harcourt Brace and World Inc. 1950 stated that belief of people that the efficiency with which any school organization can be operated depends to a large extent on the effectiveness of the teachers on their job, both individually and collectively. The issue of teachers' performance in the classroom is therefore a problem of this research. The question of what factors generally influence teachers' morale is amply discussed in several literatures, a summary of which is simply presented by Lawler (1996) thus:

In addition to being influenced by motivation, productivity is affected by worker's ability and a number of situational and environmental factors. The objectives of the school will not be achieved if there is no harmony in the school between how the teachers perform and the leadership style. However, it would be erroneous to assent that all school principals in this country fail to acknowledge the significance of good human relations in dealing with their teachers, because it is evident that leadership approach would likely vary from one principal to the other and in part due to situation.

The situation in the school vary in many respects, undoubtedly this will mean further divergence in leadership approach. In this regard Ajayi (1981) stated that:

What can be said to be true about one situational environment may not be true about another. What may be wise action in one situation may be unwise in another. The understanding of the existence of a great variety of patterns, conditions and responses in the beginning of wisdom of approaching the problem of leadership style.

This statement could be viewed as signifying that effective leadership should take into account people, processes system. The need for effective interaction between the staff and the leader in a school system cannot be over-emphasized when one considers the fact that no school problem can be treated effectively without the involvement of all concerned.

STATEMENT OF THE PROBLEM

Teachers in the secondary schools expect their principals to behave in particular ways because of the principals' statutory leadership roles. The principals on the other hand see themselves as performing their leadership roles in schools as expected of them. However, teacher expected leadership roles of the principal may be different from the actual leadership style or role performance they observe in their principal.

Thus, a teacher who does not obtain what he expects from his principal as his academic and the leaders may be unhappy both with the principal and the whole school system.

It is with this mind that one wonders what relationship may exist between the expected and the perceived leadership role performance of principals.

Therefore, the main focus of this study is to find out the extent to which the various leadership styles adopted by secondary school principals have influenced teachers' attitude to work in Abeokuta South Local Government Secondary Schools.

- What type of relationship exists between the principal and staff in order to ensure effective teaching learning?
- What is the nature of the relationship between the staff members?
- To what extent has principal behavior affected school in terms of school outcomes?

RESEARCH HYPOTHESES

- There is no significant relationship between perceived leadership style and the desired leadership style by teachers.
- There is no significant relationship between the principal style of leadership and the teaching/learning atmosphere among teachers and students.
- There is no significant relationship between the principal's leadership style and teaching/learning atmosphere.
- There is no significant relationship between the 'joins' leadership style and teaching learning atmosphere.

PURPOSE OF THE STUDY

It is evident that the principal occupies a key position in school administration. To functions effectively however, a principal relies on both situational and environmental variables of which the supply of human inputs such as teachers is crucial.

The purpose of the study is to know how some principals prefer embracing certain leadership styles and the effects it has on staff in secondary schools. It is also to find outcome of desired leadership style by the principal towards achieving the school goals.

It is of good interest to know the reaction of staff to the principal whether negative or positive. It is also aimed to determine the relationship between teacher attitude to work and the administrative leadership style of the principal.

SIGNIFICANCE OF THE STUDY

The extent to which the various leadership approaches adopted by secondary school principals has influenced the teaching learning situations is an important areas of investigation. The study will enable us to examine the influence of the relationship on the schoolwork and to examine the nature of the principal behavior towards the staff and students and to examine the key position held by principal held by principal in school organization.

Finally, it enables us to examine the crucially of human inputs such as teachers to school organization and the damage a principal's bad behavior may do the school organization.

In addition, principals of schools are often regarded by their teachers as leaders in the administration and in school, Board of Education, parents and teachers and other various public people usually hold principal responsible for success and failure of school organization. In the light of this, the study, sets out to find the extent to which principals style or behavior contribute to high or low performance of both staff and students in school. The outcome of this study would be of significance to:

- The practicing educational administrator/principal.
- Educational administrator in training and
- Local, state school board and ministry of education officials

METHODOLOGY

Descriptive research design is adopted and utilized for the study. Best and Kahn (1986) viewed descriptive design as conditions or relationship that exists, opinions that are held, processes that are going on, effects that are evident or trends that are developing.

Isaac drawing from Van Dalem and Mayer gives the purpose of descriptive survey research as:

- To collect detailed factual information that describes existing phenomenon.
- To identify problems or justify current conditions and practices.
- To make comparison and evaluation.
- To determine what others are doing with similar problems or situations and benefit from their experiences in planning for the future as well as making decisions.

The study focuses on the school Principal's behavior and how it contributes to the success or failure of the school organization. It finds out the leadership style adopted by some principals, how it affects the teachers' attitude to work and the student performers in school.

Population is very indispensable in any research study and for such research to be meaningful to the generality of society. Therefore, the populations of this study were the principals' teachers, and students of the secondary Abeokuta South Local Government Area of Ogun State. A simple random sampling technique was for the population in study.

The researcher used this technique due to largeness of the schools in the Local Government.

The research instruments used were structured questionnaire and interviews. The questionnaires items provided optional answers from which the respondents were expected to choose any one that suits their responses.

The likert scale of summation rating shown to be reliable and valid according to Widneyer, Brawley, and Carton (1992).

The four point rating which will enable respondents indicate the extent of agreement or disagreement with questionnaire items Disagree (D), and strongly Disagree (SD).

ADMINISTRATION VALIDITY AND RELIABILITY OF INSTRUMENT

The teacher questionnaire and students' questionnaire were administered to elicit response from respondents from selected schools. A clear instruction on how to complete the questionnaire was provided to the respondents by the researcher. The researcher endeavoured to visit all the schools covered by the study with the permission of the principal. The content validity of the research instrument were ascertained by the project supervisor and some experts in the field. The supervisor made necessary corrections and finally approved it.

A test retest reliability coefficient which is more appropriate, according to Wood (1995), used in estimating internal consistency to determine the reliability of the measuring instrument.

RESULTS

Table: 1
Teachers Responses On Administrative Style

ADMINISTRATIVE TOTAL	STRONGLY AGREED	AGREED	DISAGREED	STRONGLY DISAGREED	
Decision making good	11 25%	24 53%	10 22%	-	45
Relationship with staff	21 47%	19 42%	5 11%	-	45
Freedom of Expression	21 47%	19 42%	5 11%	-	45
Tone of the school Boss	8 18%	19 42%	12 27%	6 13%	45
Cooperation with staff	14 31%	14 53%	3 7%	4 9%	45
The Boss is all in all	1 2%	12 25%	19 42%	13 29%	45

Table: 1 above showed the result obtained from the items listed above. The statement "Your Boss allows teachers in decision making" showed that out of the total number of respondents, 11 representing 25% and no strongly disagreed. This showed that teachers were restricted the certain extent in decision making.

The second statement that stated "The Boss has good rapport with the staff" revealed that out of the total number of respondents, 21 (47%) Strongly agreed, 19 (42%) agreed while 5 (11%) disagreed out of the total respondents. This revealed that the boss has good rapport with his subordinates yet some were left out.

The third statement which stated that "you are given freedom of expression on matter affecting school" showed that out of the total number of respondents 16 (36%) of the respondents strongly agreed with the statement, 24 representing 53% agreed and 4 (9%) disagreed with the statement while 1 {2%} were strongly disagree.

This revealed that teachers were granted enough freedom of expression yet some teachers were displeased. However, the research recommended that the school principal should endeavour to involve all staff in matters affecting the school. The next statement that said "The tone of the school is encouraging" revealed that out of the total number of respondent 8 representing 18% strongly agreed 19 42% of the respondents agreed while 12 {27%} strongly disagreed and 6 representing 13% strongly disconsidered themselves from the statement. The result of the analysis demonstrated that some principals acknowledged the importance of communication in school organization yet their was a reflection of communication flaws. Communication in schools, public or private organizations are very imperative in the present day Nigeria to justify the need for smooth running of organization. The fifth statement "Your Boss cooperates with the staff" out of the total number of respondents, 14 (31%) strongly agreed, 24 representing 53% agreed with the statement and 3 (7%) of the respondents disagreed while 4 (9%) of the respondents strongly disassociated themselves from the statement.

The result of this analysis showed that some principals know to what extent cooperation with the teachers aids productivity and teachers performance.

The sixth statement "The administrative work load is much on the authority" showed that 1 (2%) out of the total number of respondents strongly agreed, 12 (27%) agreed with statement while 19 representing 42% disagreed and 13 {29%} of the respondents strongly disagreed. The analysis of the result showed that the principals are not autocratic in nature. They are not self centered but delegate authority. The researcher recommended that the administrators will perform excellently when they delegate authority to some subordinates.

Table: 2
Teachers' responds on personality trait

PERSONALITY TRAITS	STRONGLY AGREED	AGREED	DISAGREED	STRONGLY DISAGREED	TOTAL
The Boss dictatorship	5 11%	16 35%	16 35%	12 27%	45
Advised disallowed	5 11%	3 27%	21 47%	16 36%	45
Delegation of authority	9 20%	31 61%	4 9%	1 2%	45
Moral and Financial support	14 31%	14 31%	13 30%	4 8%	45
Consultation	11 25%	25 56%	8 17%	1 2%	45
Favoritism	5 11%	9 29%	15 33%	16 36%	45
Individual differences	8 18%	23 51%	23 51%	6 13%	45

Table: 2, revealed that the results obtained from analysis. The first statement that said the Boss or principal is domineering, at Meetings showed that out of the total number of respondents, 5{11%} strongly agreed, 16 representation 35% of the respondents agreed while 12 {27%} of the respondents agreed while 12 {27} of the respondent disagreed and 12 representing 27% disassociated themselves from the statement. The result of the analysis showed that a quiet number of principals are autocratic in nature. This can hinder progress in any organization.

The second statement that said "no advise is entertained from any teacher, revealed that out of the total number of respondents 5{11%} of the respondents strongly agreed, 3 {7%} of the respondent agreed with the statement. It showed that majority of the principal borrow new ideas from their teachers.

The third statement "the boss delegate authority to the teachers "showed that 9 {20%} strongly agreed, 31 representing 69% agreed with the statement while 4 {9%} of the respondents disagreed and 1 {2%} of the respondent disagreed. The result indicated that majority of the administrators believe in delegation of power to ease administrative workload.

The fourth statement that, said "your boss gives moral and financial support when necessary" revealed that out of the total number of respondents 14 {31} strongly agreed with the statement, 14 representing 316 out of the respondents agreed while 13{30%} disagreed with the statement, 4 {8%} of the respondent strongly disagreed with the statement.

The result of the analysis showed that the teachers did not see enough support from the principal when there is need for it. The fifth statement that said "he meets with teachers on school matters", showed that 11 (25%) strongly agreed out of the total number of respondents, 25 {56%} agree with the statement while 8 representing 17% disagreed with the statement. This showed that some principals regard consultations and buy ideas from their subordinates.

The sixth statement which says" Your boss encourages favouritism in school "revealed that 5{11%} out of the total number strongly agreed, 9 representing 20% agreed with the statement and 15 {33%} disagreed and 116 36% respondents were strongly disagreed with the statement. The result of the analysis of this statement indicated that some principals give preferential treatment to some teachers therefore encourage favouritism.

The seventh statement {"Your boss considers individual differences in dealing with teachers"} revealed that out of the total number that responded 8 {10%} strongly agreed with the statement, 23 representing 51% agreed with the statement while 8{18%} disassociated themselves from the statement and 6 {13%} strongly disagreed with it.

The researcher believes that personality trait is very imperative in the smooth running of an organization. A leader with bad personality trait will not enjoy his or her subordinate working with him or her.

However, this might affect productivity. The researcher recommended that a good leader should exhibit good personality trait.

Table: 3
Responses of incentives to teachers incentives

INCENTIVES TO TEACHERS	STRONGLY AGREED	AGREED DISAGREED	STRONGLY DISAGREED	TOTAL
Incentives for extra work	6 13%	10 22%	19 43%	45
Encouraging working condition	5 11%	26 58%	10 22%	45
Teachers efforts commended	5 11%	26 58%	10 22%	45
The boss attitude is	5 11%	26 58%	7 16%	45
Encouraging	8 18%	26 58%	7 16%	45

Table: 3 Responses to incentives to teachers was put into test with four questions. The first statement which says "teachers are given incentives for extra work" showed that out of the total number of responds, 6{13%} strongly agreed, 10 {22%} agreed, 19 {43%} disagreed while 22 {45%} strongly agreed, with the statement.

The second statement which says that "Your present working condition is encouraging" revealed that out of total number of respondents 2 (4%) strongly agreed, 9 {20%} agreed, 13 {29%} disagreed with the statement and 47 {45%} dissociated themselves from the statement. The result of the analysis of this statement indicated that less or no incentives are given to teachers in terms of working condition.

The third statement, "The authority commands teachers" effort are necessary showed that out of the total number of respondents 5 (11%) strongly agreed, 26 (58%) agreed with the statement, 10 representing 22% disagreed while 4 (9%) strongly disagreed with the statement. The result of this analysis showed that teachers were not motivated enough to work.

Responses to the fourth statement which said "The authority's attitude towards school progress is encouraging" showed that 8 (18%) strongly disagreed, 26 (58%) agreed, 7 (16%) disagreed while 4 (8%) strongly disagreed with the statement the result of the statement showed that some principals want their school's progress while some developed a non-challant attitude.

Table: 4
Responses on evaluation

EVALUATION	STRONGLY AGREED	AGREED	DISAGREED	STRONGLY DISAGREED	TOTAL
Supervision is thoroughly in schools	10 22%	13 30%	15 33%	7 15%	45

Responses to the statement in table 4 showed that 10 (22%) strongly agreed, 13 (30%) agreed, 15 (33%) disagreed while 7 (15%) strongly disassociated themselves from the statement. The result of the analysis of the statement clearly showed that principals in most of our school were less concerned with about the school and failed to supervise the teachers and school as a whole.

It is advisable for principals and boss of any organization to supervise his subordinates to check laziness in them.

Table: 5
Responses on discipline

DISCIPLINE	STRONGLY AGREED	AGREED	DISAGREED	STRONGLY DISAGREED	TOTAL
Teachers disallowed to discipline erring students	-	11 24%	16 36%	18 40%	45
Religious Prejudice	3 7%	6 13%	18 40%	18 40%	45

The statement "your boss discourages or disallowed to discipline erring students" out of the total numbers of respondents no one strongly agreed, 11 (24%) agreed, 36% disagreed while 18 (40%) strongly disagreed with the statement.

The result of this analysis showed that teachers were given free hand to discipline erring students. Responses to the second statement which said {your boss is religiously biased} showed that 3 (7%) strongly agreed, 6 (13%) agreed, 18 (40%) disagreed while 18 (40%) strongly disagreed with the statement. The result of the analysis indicated that teachers were given freedom of religion.

Table: 6
Students responses on punctuality

PUNCTUALITY	STRONGLY AGREED	AGREED	DISAGREED	STRONGLY DISAGREED	TOTAL
Punctuality at school	25 45%	25 45%	5 9%	1 1%	56
Regular lesson	17 30%	29 52%	10 18%	-	56
Attendance					
Promptness to class	12 22%	26 46%	10 18%	8 14%	56

The first statement which says, your teachers are always punctual at school" showed that out of the total number of respondents 25 {45%} strongly agreed, 25{45%} agree again, 5{9%} disagreed while 1 {1%} strongly disagreed with the statement.

The second statement that said, your teacher attend their lessons regularly "Showed that 17(30%) strongly agreed 29 (52%) agreed with the statement, 10(18%) disagreed with the statement and none strongly disagreed. The result of this analysis showed that teachers are regular in lesson attendance.

Response to the third statement which says "indicated that out of the total responses 12(22%) strongly agreed, 26(46%) agreed, 10(18%) disagreed while 8(14%) agreed 10(22%) strongly agreed, 26(46%) agreed, 10(18%) disagreed while 8 14% strongly disagreed with the statement. Revelations from this analysis proved that teachers were punctual at school and regular at their lesson. Therefore, the boss should encourage the spirit in his or her subordinates.

Table: 7
Responses on teacher/student relations

	STRONGLY AGREED	AGREED	DISAGREED	STRONGLY DISAGREED	TOTAL
Students/Teachers relationship	22 39%	24 43%	10 22%	9 16%	56
Moral support	18 32%	33 59%	3 5%	2 4%	56
Teacher interest in students life	19 34%	17 30%	13%	7 13%	56
Students success is teachers' concern	34 61%	16 29%	6 10%	-	56

Table: 7 first statement showed that out of the total number of respondents 22 (39%) strongly agreed, 24 representing 43% agreed, while 9 (16%) disagreed and 1 2%) strongly disagreed with the statement.The second statement revealed that 18 (32%) Strongly agreed that their teachers give moral support 33 (59%) agreed 3 representing 5% disagreed and 2(4%) strongly disagreed with the statement. Revelations showed from the results of this analysis that teachers prevented moral laxity.Responses to third statement which says "Your teachers show interest in individual students life, showed that 19(34%) strongly agreed, 17(30%) agree, 13 representing 23% disagreed with statement while 7 (13%) strongly disconcerted with statement. The results of the analysis of the statement indicated that teachers showed interest in students collectively and not individually.

Table: 7 last statement that said "Yours teacher wants your success" indicated that 34 representing 61% strongly agreed, 16(29%) agreed with the statement while 6 representing 10% of the respondents disagreed with the statements.The existence of good relationship between teacher and student is highly important to enhance effective teaching and learning in school. The findings here agreed that teacher related with their students in school.

Table: 8

TEACHERS EFFICIENCY	STRONGLY AGREED	AGREED	DISAGREED	STRONGLY DISAGREED	TOTAL
Standard questions					
Marking and Recording	28 50%	18 92%	6 11%	4 7%	56
Extra Lessons	15 27%	15 27%	15 27%	11 19%	56
	18 32%	17 30%	10 18%	11 19%	56

Responses on the first statement which says "Your teachers often set standard questions" showed that 28 representing 50% strongly agreed with statement, 18 (32%) agreed, 6 (118) of the respondents disagreed while 4 representing 7% strongly disagreed.

The second statement which said that, marking and recording your papers are never delayed" showed that 15 27% strongly agreed with the statement, 15 representing 27% agreed, 15 (27%) disagreed while 11 (19%) strongly disagreed.

The third statements which stated that your teachers give extra lessons showed that out of the total number of respondents 18 (32%) strongly agreed, 17 (30%) agreed with statement, 10 representing (18%) while 11 (19%) strongly disagreed with the statement.

The findings from the analysis of this Table 8, showed that teachers efficiency was hampered due to the principals leadership style or inefficiency of teachers student observation indicated that teachers were not effective and efficiency enough.

**Table: 9
Responses on school administration**

TEACHERS METHODOLOGY	STRONGLY AGREED	AGREED	DISAGREED	STRONGLY DISAGREED	TOTAL
Use of appropriate Teaching Methodology	19 33%	25 45%	10 18%	2 4%	56

Table: 9, first statement which says "Your teachers participate in school co-curricular activities" showed that 20 (36%) strongly agreed, 25 (45%) agreed, while 6 representing 10% disagreed with the statement and out of the total number of these respondents 5 (9%) strongly disagreed. The second statement indicated that 22 (39%) strongly agreed, 24 (43%) agreed while 7 representing 13% out of the total number of respondents disagreed and 3 (5%) strongly disagreed.

The findings from the analysis of this table established the fact that teachers partially showed interest administration.

**Table: 10
Responses on teachers methodology**

RESPONSES ON DISCIPLINE	DISCIPLINE STRONGLY AGREED	AGREED	DISAGREED	STRONGLY DISAGREED	TOTAL
Discipline in school	19 33%	24 43%	10 18%	3 5%	56

The statement which said, "Your teachers use appropriate method of teaching" showed that out of the total number of respondents 19(33%) strongly agreed, 25 45% agreed, 10 representing 18% disagreed while the total of respondents that strongly disagreed was 2 (4%).

Table: 11
Responses On Discipline

RESPONSES ON DISCIPLINE	DISCIPLINE STRONGLY AGREED	AGREED	DISAGREED	STRONGLY DISAGREED	TOTAL
Discipline in school	19 33%	24 43%	10 18%	3 5%	56

The statement that said “teachers maintain discipline in the school” revealed that 19 (33%) strongly agreed, 24 (43%) agreed, while 10 (18%) disagreed with the statement and 3 representing 5% strongly disagreed. The results of the analysis showed teachers tried their best to maintain discipline in school yet some students saw discipline lacking in school.

DISCUSSION

The study was taken to find out the effect school principals leadership style has on teachers’ attitude to work. Six schools were covered in Abeokuta South Local Government Area of Ogun State.

Base on the findings, the following conclusions were drawn: The administrative style adopted by the principals was inadequate for effective school administration. Although, the principals are tried their leadership behavior to achieve their goals. The personality traits exhibited by the principals appeared somehow harsh to their subordinates. In view of this, it could be concluded that supposed leadership styles were not adopted by these principals. A good leader must be flexible and mix leadership styles in dealing with his or her subordinates.

It was revealed from the data collected and analyzed that principals’ administrative style and approach to teachers were inappropriate and harsh. Another factor which affects teacher attitude to work is inadequate incentives to teachers.

The findings revealed that teachers were not adequately motivated and encouraged. Generally, the analyzed data showed that the conditions of service were not encouraging enough. The principals evaluating measure on the staff performance was not encouraging. The findings revealed that in evaluative habit of some principals’ affects teachers’ attitude to work. Teachers’ inability to discipline erring students could have been a militating factor but findings from the analyzed data revealed that principals in schools guided against this and gave teachers free hand.

RECOMMENDATIONS

Based on the findings, it has been discovered that any attitude developed towards schoolwork by teachers is due to principals leadership: behavior or style adopted. Therefore, to ensure better attitude to work in schools, the following recommendations were put forward.

- State government should make it as a matter of policy to ensure that all secondary school principals undergo induction course on educational management. Here, the principals will be taught leadership styles and the appropriate one to apply in a particular situation in school administration.

- Ogun State Ministry of Education should endeavour to give principals periodical allocation for teachers' incentives to motivate the good ones among them. Gifts incentives could be given at the end of every term to the dedicated and efficient teachers.
- It is pertinent to know that secondary schools principals should attend seminars on issues relating to administration and human relation. Periodical enlightenment programmes should be organized for principals.
- Ogun State Teaching Service Commission should make it compulsory for all principals to evaluate each teacher's performance for a term. They should give account of each staff performance and attitude to work.
- The principals should not see themselves as all in all, that is, the knoweth of all. They should seek advice from their subordinates and engage them in running of the school. They should grant their staff freedom of expression to allow communication flow.

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